THIRTEENTH

ANNUAL CATALOGUE

AND

ANNOUNCEMENT

OF

AGNES SCOTT INSTITUTE,

DECATUR, GEORGIA.

1901–1902.

ATLANTA, GA.
The Franklin Printing and Publishing Co.
1902.

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AGNES SCOTT INSTITUTE.

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CALENDAR.

1902—September 10, 9 A.M., Session opens.
" 10–11, Classification of Students.
" 12, Class Exercises begin.
October 5, Matriculation Sermon.
" 7, Semi-annual Meeting of Board of Trustees.
November 27, Thanksgiving Day.
December 10, Intermediate Examinations begin.
December 19, 2 P.M., to January 2, 8:30 A.M., Christmas Recess.
1903—January 17, Spring Term begins.
February 10, Semi-annual Meeting of Board of Trustees.
February 22, Col. Geo. W. Scott's Birthday.
" 26, Day of Prayer for Colleges.
April 27, Memorial Day.
May 14, Final Examinations begin.
" 22, Celebration of Literary Societies.
" 24, Commencement Sermon.
" 26, Alumnæ Day.
" 27, Commencement Day.

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Agnes Scott Institute.

THE Institute seeks to develop the highest type of womanhood. For the accomplishment of this end the effort is made to provide the advantages for the higher education, and at the same time to surrround the student with those influences best adapted to form Christian character. The curriculum and standard are high but not higher than found in the best institutions, and not higher than necessary to meet the demands of the modern education of woman and to prepare her for the largest usefulness. It is sought as far as possible to make the Institute a Christian home with both the freedom and restraint which characterize such a home. Special care is taken of the health of the pupils and provisions made for their physical development. The authorities of the Institute regard each pupil as a sacred trust committed to their care and guidance to be prepared for the highest destiny here and hereafter.

The Institute was founded in 1889 for the higher Christian education of young women. The object in view was to establish an institution which should offer the best educational advantages and yet be distinctly and positively Christian. In order to the largest fulfilment of this purpose its life

and work have been dominated by a definite plan embodied in the following:

IDEAL.

1. A liberal curriculum, fully abreast of the best institutions of the land.
2. A sound curriculum, with text-books along all lines in harmony with the Bible.
3. The Bible a Text-book.
4. Thoroughly qualified and consecrated teachers.
5. A high standard of scholarship.
6. The Institute a model Christian home.
7. All the influences in the school to be made conducive to the formation and development of Christian character.
8. The glory of God the chief end of all.

Requirements for Admission to the Collegiate Department.

The wide-spread lack of thorough preparation often causes serious disappointment to applicants for the collegiate department. It is therefore urged that pupils give the most careful attention to preparatory work.

Admission to the Freshman Class.

ENGLISH.—(*a*) Elementary Rhetoric completed, Lewis' First Book in writing English, or equivalent. A standard English grammar completed. A theme upon a subject assigned will be required of each applicant. No student will be admitted whose work is notably deficient in spelling, grammar, punctuation or division into paragraphs.

(*b*) Literature. Careful study of Evangeline, Keramos, The Great Stone Face, Christmas Carol, and Mosses from an Old Manse. Other masterpieces of British and American literature will be accepted as substitutes.

MATHEMATICS.—(*a*) Arithmetic completed.

(*b*) Algebra to Involution, Wells', or equivalent.

LATIN.—(*a*) Collar and Daniel's First Year Latin or an equivalent.

(*b*) Two books of Cæsar, with careful study of forms and syntax; Latin Prose Composition; Latin Grammar; sight-reading.

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Text-books recommended: Greenough, D'Ooge and Daniell's Second Year Latin Book, Part II.; for sight-reading, Part I. of same; Moulton's Preparatory Latin Prose Composition, Part II.; a Systematic Drill in Syntax; Gildersleeve-Lodge Latin Grammar, college edition.

*FRENCH.—A knowledge of the principles of French Grammar as given in Chardenal's Complete French Course as far as syntax.

Irregular and the most used regular verbs.

Ability to translate easy French prose into English.

*GERMAN.—Joynes-Meissner's Grammar, Shorter Course or equivalent; Studien und Plaudereien, First Part, or equivalent.

HISTORY.—(*a*) History of Greece, Fyffe's, or equivalent.

(*b*) History of Rome, Creighton's, or equivalent.

SCIENCE.—(*a*) Physical Geography, Davis, or equivalent.

(*b*) Physiology, Blaisdell's, or equivalent.

The proper classification of new students is exceedingly important. If it is too high the student will find her work a constant drag and thoroughly unsatisfactory to herself, teachers and parents. On the other hand, if too low an injustice will be done. To avoid both evils is our earnest desire. After years of experience we find the best plan is to combine two things—viz.: *ex-*

*One required.

amination and *probation*. After what, under the circumstances, is considered a fair test, the student will be classified on *probation*, and all necessary changes will be made after trial in daily recitations and class-room work.

Admission to Advanced Classes.

Candidates for entrance to any class above the Freshman will be required to stand examinations on all subjects previously studied in the Collegiate Department. For a list of these studies in the different courses see pp. 18 and 19.

Special Students.

Special students are permitted to elect any study for which they give evidence of sufficient preparation.

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Tabular Statement of Courses of Study.

CLASSICAL COURSE.

(Figures in parentheses refer to divisions under head, Description of Courses of Study. Figures without parentheses opposite each subject indicate hours of recitation per week.)

Freshman.

	Hours per wk.
English (1) } English Literature (1) }	3
Mathematics (1)	5
Latin (1)	4
French (1), German (1), Greek (1)	3 or 4
History (1)	2

Sophomore.

	Hours per wk.
English (2) } English Literature (2) }	3
Mathematics (2)	4
Latin (2)	4
French (2), German (2), Greek (2)	3 or 4
*Bible (1)	2

Junior.

English (3) } English Literature (3) }	3
Mathematics (3)	4
Latin (3), French (3), German (3)	3
Bible (2)	2
Chemistry (1)	3
Psychology (1)	2

Senior.

History (2)	2
Ethics (2)	2
Physics (1)	3
Bible (3)	2
Electives	8

*Students who are preparing for the Freshman Class in the Eastern Colleges will be permitted to take Chemistry or a third Language in place of Bible in the Sophomore year.

Elective Groups in the Classical Course.

(One of the following groups must be taken in the Senior year.)

English Group.

English (5) or (6)	2
English Literature (4)	2
French (3) or German (3)	3

Latin Group.

Latin (4)	3
Latin (5)	2
English (4)	2

Mathematics Group.

Mathematics (4)	3
Physics (2)	3
Astronomy (1)	2

History Group.

History (3)	2
History (4)	2
Geology (1)	3

Chemistry Group.

Chemistry (2)	3
Chemistry (3)	2
Biology (1) or Geology (1)	3

Course of Instruction.

LITERARY COURSE.

Freshman.

	Hours per wk.
English (1) } English Literature (1) }	3
Mathematics (1)	5
Biology (1)	3
Music, French (1), Latin (1), German (1)	3 or 4
German (1), French (1), Latin (1)	3 or 4

Sophomore.

	Hours per wk.
English (2) } English Literature (2) }	3
Mathematics (2) 1st Term, Physiology (3) 2d Term	4
Bible (1)	2
Music, French (2), Latin (2), German (2)	3 or 4
German (2), French (2), Latin (2)	3 or 4

Junior.

English (3) } English Literature (3) }	3
Bible (2)	2
Psychology (1)	2
Chemistry (1)	3
History (2)	2
Electives	5

Senior.

English (4)	3
Bible (3)	2
Ethics (2)	2
Physics (1)	3
Electives	7

Elective Groups in the Literary Course.

English Group.

JUNIOR.		SENIOR.	
English (6)	2	English (5)	2
French (3) or German (3)	3	English Literature (4)	
		French (4) or German (4)	3
		English Literature (5) or (6)	2

History Group.

JUNIOR.		SENIOR.	
History (3)	2	History (4)	2
French (3) or German (3)	3	French (4) or German (4)	3
		History and Sc. of Gov	2

Modern Language Group.

JUNIOR.		SENIOR.	
French (2) or (3)	3	French (3) or (4)	3
German (2) or (3)	3	German (3) or (4)	3
		History or English (4)	2

Music Group.

JUNIOR.		SENIOR.	
Music	3	Music	5
French (3) or German (3)	3	French (4) or German (4)	3

Agnes Scott Institute.

Right of Certification. The Agnes Scott Institute has been accepted as an accredited school by the following leading Colleges and Universities: Cornell University, Woman's College of Baltimore, Mount Holyoke College, Wellesley College, Vassar College.

Students who have completed the Sophomore class of the Classical Course as outlined above will be admitted to the Freshman class of these institutions without examination.

Examinations. There are two general examinations conducted in writing, one in December and the other at the close of the session. No student will be allowed to advance to a higher class whose examination and sessional standing are not satisfactory.

Reports. A report of the class standing and deportment of each student will be sent to the parent or guardian at the end of every six weeks during the session.

Honors. The member of the graduating class who has made an average of 95, or above, on the entire course will be awarded the *First Honor*. The member of the class whose average on the entire course is above 90 and less than 95 will be awarded *Second Honor*.

Certificates. *A certificate of Distinction* will be given to the student whose yearly average in any subject is 90 or more.

Diplomas.

A certificate of Proficiency will be given to the student who completes satisfactorily the course of study prescribed in any subject.

Diplomas. A student who completes satisfactorily either of the courses of study prescribed will receive a diploma with the title *Graduate.*

COURSES OF STUDY.

ENGLISH LANGUAGE.

Mr. Farrar.

English.—The aim of this department is to develop the student's power of writing and speaking good English. Great emphasis is placed upon the practical power of Rhetoric—Composition. The principles governing clear and correct writing are taught, and practical skill is gained by the preparation of weekly themes. Long themes are required at stated intervals.

1. Genung's Outlines of Rhetoric: Mastery of Materials, including chapters on Diction, Phraseology, and Special Objects in Style; Study of the Sentence and Paragraph; Weekly Themes. Personal interviews with the instructor required.

Two hours per week.

2. Genung's Outlines of Rhetoric: Organization of Materials, including chapters on the Sentence, the Paragraph and the Whole Composition; Macaulay's Warren Hastings studied with reference to sentence and paragraph structure; Description and Narration. Weekly themes; long themes at

stated intervals. Personal interviews with instructor required.

One hour per week.

3. ENGLISH.—General Survey; The Elements and Qualities of Style; Description, Narration, Exposition and Argumentation. One theme or its equivalent per week; long themes at stated intervals; themes discussed and criticized by class and instructor.

One hour per week.

4. HISTORY OF THE ENGLISH LANGUAGE.—Emerson's History of the English Language. Lectures on questions of usage in English speech. Class discussions. Open to students who have completed courses 1, 2 and 3.

Two hours per week.

5. ADVANCED ENGLISH COMPOSITION.—This work may be in the form of daily themes or of topics requiring consecutive treatment. Critical analysis in class-room of themes submitted. Open to students who have completed courses 1, 2 and 3.

Two hours per week.

6. ANGLO-SAXON.—Bright's Anglo-Saxon Grammar and Reader. If sufficient progress is made the class will study also Stopford Brooke's History of Early English Literature. Open to students who have completed courses 1, 2 and 3.

Two hours per week.

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ENGLISH LITERATURE.

Miss McKinney.

English Literature.—The chief aim of this branch of the English work is to arouse in the students a desire to read and know the best English literature. As the first step toward gaining this object, such of the masterpieces as will interest the pupils and are adapted to their comprehension will be given the class for thorough and careful study. These are discussed at length in class.

As a second step toward this end, a course of pleasant and instructive reading, outside of regular work, is assigned to each class, to be reported upon at regular intervals during the term. The student is expected to read carefully and intelligently all the books prescribed. She should read them as she reads other books; she is expected, not to know them minutely, but to have freshly in mind their most important parts.

Much written work is required of the classes in this department, not only as a practical test of their knowledge of the books read, but also as a further help to clear and accurate writing.

1. *For Study:* Selections from the poetry of Scott; Tennyson; Pope's Iliad, Books I., VI., XXII., XXIV.; The Sir Roger de Coverly Papers; The Ancient Mariner; The Vision of Sir Launfal; The Flight of the Tartar Tribes.

Required Reading: Goldsmith's Vicar of Wakefield; George Eliot's Silas Marner; Cooper's The Last of the Mohicans; Scott's Ivanhoe; Dickens' Tale of Two Cities.

Two hours per week.

2. *For Study:* Three of Shakespeare's Plays—Macbeth, Julius Cæsar, King Lear; Milton's Paradise Lost, Books I. and II., Comus, Lycidas, L'Allegro and Il Penseroso; Burke's Speech on the Conciliation with America; Macaulay's Essays on Milton and Addison.

Required Reading: Shakespeare's Much Ado About Nothing or The Tempest, Midsummer Night's Dream and Merchant of Venice; Blackmore's Lorna Doone; George Eliot's Romola; Hawthorne's The Marble Faun.

Two hours per week.

3. *For Study:* The Prologue to Canterbury Tales and the Knight's Tale; Spenser's Faerie Queen, Books I. and II.; Carlyle's Heroes and Hero Worship; Selections from DeQuincey and Matthew Arnold.

Required Reading: George Eliot's Felix Holt; Thackeray's Vanity Fair or the Newcomes; Dryden's Palamon and Arcite; Mrs. Browning's Aurora Leigh.

Two hours per week.

4. A detailed study of the poetry of Keats, Shelley, Wordsworth, Browning and Tennyson's In Memoriam.

Required Reading: Carlyle's Hero as Poet; Emerson's The Poet; selections from Coleridge's Biographia Literaria; and Matthew Arnold's The Study of Poetry.

Two hours per week.

5. The History of English Literature; Emery's Notes on English Literature.

In this course the student is constantly consulting the books in the Institute library.

Two hours per week.

6. The History of American Literature.

This course is intended, in a measure, to supplement the work done in American literature in the Academic Department. The work will be conducted as in the History of English Literature; the class will study not only the development of American literature, but American literature itself.

Two hours per week.

For graduation, courses 1, 2 and 3 are required; for a certificate, courses 1, 2 and 3, course 4 English or course 5 English Literature, course 5 or course 6 English, and course 4 English Literature are required.

MATHEMATICS.

Miss Young.

The aim of this department is to cultivate habits of clear and exact reasoning. Students are required

to be self-reliant and independent in their work. Frequent written tests are given, and no student is permitted to advance unless satisfactory evidence of thorough preparation is given.

1. (*a*) Algebra. Involution and Evolution, Theory of Exponents, Radicals and Imaginaries, Quadratic Equations, Ratio and Proportion, Arithmetic, Geometric and Harmonic Progressions.

Text-book : The Essentials of Algebra—Wells.

(*b*) Plane Geometry begun; about two books with numerous exercises for original solution.

Text-book: Wentworth.
Required of Classical and Literary students.
Five hours a week.

2. (*a*) Plane Geometry completed.

Required of Classical and Literary students.
First Term—Four hours a week.

(*b*) Solid Geometry. Original demonstrations of propositions and the solution of numerical problems form a very important part of Courses 2 and 3.

Course 2 required of Classical students.
Text-book : Wentworth.
Second Term—Four hours a week.

3. (*a*) Plane Trigonometry. A careful study of right and oblique triangles and of Trigonometric Analysis.

Four hours a week until completed.

(*b*) Spherical Trigonometry. Study of right and oblique spherical triangles; applications of the

principles of Spherical Trigonometry to problems relating to the celestial sphere.

Four hours a week, following (*a*).

(*c*) Higher Algebra. A brief review of elementary subjects followed by a careful study of Permutations and Combinations, Undetermined Coefficients, Proof of Binomial Theorem to any exponent, Summation of Infinite Series, Exponential and Logarithmic Series.

Four hours a week for about ten weeks.
Text-book : Wells.

All of Course 3 is required of Classical students. A good training in the original solution of Geometrical problems is a necessary preparation for this course.

4. Analytic Geometry. Open to students who have completed Courses 1, 2 and 3.

Text-book : Bailey and Woods.

5. Differential Calculus. Open to students who have completed Courses 1, 2, 3 and 4.

Text-book : Young and Linebarger.

From time to time during the year lectures on the History of Mathematics will be given.

LATIN.

The aim of the first two courses (1, 2) is to impress and increase the knowledge of forms and

syntax acquired in the Academic department. The remaining courses look toward grace and facility in translation and literary and critical appreciation. In all courses students are expected to become familiar with the history and geography in the text and to explain all mythological allusions.

The Roman pronunciation is used and quantity-marking is required through course 2. Students in this department are required to take the course in Roman History and Mythology which is given in the department of History.

Students are advised not to attempt to enter a Latin class in advance of their classification in English.

1. (*a*) Cæsar, Greenough, D'Ooge and Daniell's Second Year Latin Book (latter half Part II.); Gildersleeve-Lodge Latin Grammar, college edition, completed; Moulton's Preparatory Latin Prose Composition, Part II. completed; sight-reading, selections; parallel reading, Life of Cæsar, in Collins' Series or Froude's.

First term four hours.

(*b*) Cicero, the Orations, (Tunstall) Catiline I.–IV., Manilian Law, Poet Archias; Latin Grammar reviewed; Daniell's New Latin Prose Composition; selected sight-reading; parallel reading, Wilkin's Roman Antiquities.

2. Virgil, the Æneid I.–VI., Greenough and Kittredge; Latin Grammar reviewed with special

attention to poetic forms and syntax, first term; Mackail's Latin Literature, second term; Prosody; Daniell's New Latin Prose Composition; selected sight-reading.

3. (*a*). Horace, Smith and Greenough, selected Odes, Satires and Epistles with special study of the Editors' Introduction; Prosody; selected sight-reading; Gildersleeve-Lodge Latin Prose Compository; parallel reading, Theodore Martin's "Horace" in Collins' Classics Series.

(*b*). Cicero, De Senectute and De Amicitia; Latin Prose and sight-reading of first term continued; parallel reading, "Cicero" in Collins' Series.

Three hours a week.

4. (*a*). Livy, I.–II., Greenough; sight-reading, selections from Livy; sight exercises in Latin Prose; parallel reading, "Livy," Collins' Classics Series.

(*b*). Tacitus, Annals, Allen; sight exercises; selections for sight-reading; parallel reading, "Tacitus," Collins' Series.

Three hours a week.

5. Catullus, Propertius, Tibullus; critical study with library work.

Two hours a week.

6. Virgil, the Æneid VII.–XII., selected Eclogues and Georgics; sight-reading, review of Vir-

gil I.–VI.; library work, including the comparison of different English versions with each other and with the original. Parallel reading, Matthew Arnold's "Essay on the Translation of Homer."

Two hours a week.

GREEK.

Courses one and two (1, 2) are planned to give a thorough knowledge of the Greek forms and syntax in common use. For the attainment of this, there is daily black-board work. Special drill is given on accent. Exercises are given in every course in sight-translation and translation at hearing. The last two courses include work in literary study and criticism, though the rigidness of drill on forms and syntax is not relaxed.

Students in Greek must take the course in Grecian History and Mythology, offered in the department of History.

1. (*a*) White's First Greek Book; sight-translation, Greek New Testament.

(*b*) White's First Greek Book, completed; Xenophon, the Anabasis I., Goodwin and White; Goodwin's Greek Grammar; Woodruff's Greek Prose Composition; sight-translation, same as in 1 (*a*).

Five hours a week.

2. (*a*) Xenophon, the Anabasis II.-IV., Goodwin and White; Goodwin's Greek Grammar;

Woodruff's Greek Prose Composition; selected exercises in translation at sight and at hearing.

(*b*) Homer, the Iliad, I.-III., Seymour; informal lectures on Homeric forms and syntax, based on Munro's Homeric Grammar; Prosody; remainder of work a continuation of 2 (*a*); parallel reading, Mahaffey's Old Greek Life.

Five hours a week.

3. (*a*) Plato, the Apology and Crito, Dyer; Goodwin's Grammar, reviewed; Greek Prose Composition; translation at sight and at hearing; parallel reading, Miss Swanwick's translation of the Oresteia.

(*b*) Sophocles' Antigone, Jebb; Greek Prose Composition; Prosody, with Schmidt's Rhythmic and Metric as a reference-book; selected translation at sight and hearing; Jebb's Literature Primer.

Four hours a week.

4. (*a*) Euripides, Alcestis, Earle; Jebb's Classic Greek Poetry; translation at sight and at hearing; Prosody as in 3 (*b*).

(*b*) Thucydides, Fall of Platea and Plague at Athens, Sutthery and Graves; translation at sight and at hearing, selected; studies in Greek Literature, with library work and papers on assigned topics.

FRENCH.

Miss Massie.

The aim of instruction in this department is to give a correct pronunciation, a thorough knowledge of the principles of French grammar and syntax, a sympathetic appreciation of the French point of view and of French characteristics as revealed in selections from their best authors. Students are encouraged to express themselves upon ordinary topics in correct French and to read French without translation into English.

1. *Grammar.*—Chardenal's French Course completed.

Reading.—Daudet's Contes, Boum-boum et autres contes, Labiche and Martin's Poudre aux yeux.

Written work based on Le Siège de Berlin, La Derniére Classe (Grandgent's texts), and other stories.

Irregular verbs and the more difficult principles of French Grammar are studied in this class, idioms carefully considered, and a good reading knowledge of French acquired.

Three hours a week, one year.

2. Grammar to be selected.

Grandgent's Selections for French Composition.

Potter's Dix Contes Modernes, with English paraphrases for translation into French.

Fortier's Les Sept Grands Auteurs (recited in French). Daudet's La Belle Nivernaise. Lotis Pêcheur d'Islande, Sandeau's Mlle. de la Seigliére. Pailleron's Le Monde où l'on s'ennuie. Coppées Luthier de Crémone.

Three hours a week, one year.

3. Fasnacht's Third Year in French.

Grandgent's Selections for French Composition. Fortier's French Literature (recited in French).

Reading—Bowen's French Lyrics.

Esther, Le Cid, Le Misanthrope, L'Avare, Hernani, La Chute.

Résumés and sketches written in French are frequently required, while conversation and dictation exercises are given throughout the course. Proverbs, short poems and idiomatic dialogues are memorized at intervals.

French is, to a great extent, though not exclusively, the language of the class-room.

Three hours a week, one year.

GERMAN.

Miss Sheppard.

While acquiring a correct pronunciation, a sufficient vocabulary, and a knowledge of grammatical principles, the student is led to an understanding of the German tongue as a living medium for the expression and interchange of thought. A love

for German literature is awakened, and an ambition to readily comprehend its masterpieces is aroused. The method of instruction is varied to suit the needs of the class, but the same end is kept in view, that of grasping and expressing ideas.

1. Collar's-Eysenbach's Grammar. Such stories as Immensee, Höher als die Kirche, L'Arrabbiata, Märchen und Erzählungen are read and translated. They are made the basis of German conversation and are then reproduced in German by the class.

Three hours per week for one year. Open to Freshmen.

2. Spanhoofd's Grammar. Anfang und Ende; Die Einsamen; Wilhelm Tell; Iphigenie. Attention is paid to the thought and style of the authors, and character sketches and essays are written in German.

Three hours per week for one year. Open to Sophomores.

3. The more difficult principles of grammar reviewed. Recitations in the German language from Bilder aus der Deutschen Literatur. Reproductions in class from collateral reading. A classical work read and criticized.

Three hours per week for one year. Open to Juniors.

Memory work, prose composition and composition in German are required each year. German is the language of the class-room.

Those completing 1, 2 and 3 will receive a certificate of proficiency.

PHYSICAL AND BIOLOGICAL SCIENCES.

H. B. Arbuckle.

Miss Lewis.

A.—CHEMISTRY.

1. Inorganic Chemistry.—This course consists of lectures, recitations, and laboratory work in inorganic chemistry, using Remsen's Inorganic Chemistry (briefer course) as basis of the work. Laboratory work is essential. No student who is not faithful and persevering in this branch of the work will be promoted. Many experiments will serve as class demonstration, but all except the most difficult ones must be repeated by the students in the laboratory.

Monthly lectures will be given on industrial chemistry, which are designed to explain the principles of many important manufacturing processes, such as glass-making, rubber manufacture, pottery, tanning, dyeing, bleaching, etc.

This course is designed to give such general knowledge of chemical facts and phenomena as is the prerequisite of a liberal education, and to cultivate correct habits of observation and manipulation.

Each student is required to keep a record of her laboratory work. The care and originality shown in this record will be an important factor in the determination of class-standing.

Students applying for admission to higher classes

must furnish evidence of systematic laboratory work in chemistry, as it is the quality and not the quantity of their work that will be considered. Laboratory books must, therefore, be presented before the student is admitted to examination.

Recitations three hours per week throughout the year; laboratory work three hours per week.

Text-book:—Remsen's Inorganic Chemistry (Briefer Course).
Books of Reference—Méndeléeff's Principles of Chemistry and Remsen's Inorganic Chemistry.

2. (*a*) ORGANIC CHEMISTRY.—This class meets twice a week throughout the year for a study of the simpler compounds of carbon of the aliphatic and the aromatic series. Regular hours of laboratory work will be required of the students taking this course.

Text-book:—Remsen's Organic Chemistry.
Book of Reference—Bernthsen's Organic Chemistry.

(*b*) QUALITATIVE ANALYSIS.—This course offers students the opportunity of acquiring a practical knowledge of qualitative analysis. It is essentially a laboratory course, seven hours per week being required in the laboratory. This class recites once a week.

Text-book:—Seller's Treatise on Qualitative Chemical Analysis.
Books of Reference—Odling's Practical Chemistry, Muter's Analytical Chemistry, and Vollhard.

3. (*a*) QUANTITATIVE ANALYSIS.—The most common methods of gravimetric and volumetric analysis are studied in this course, and the students will be drilled by the many practical analyses which will be required. This year's work will be given

only to those students who have chosen the special chemistry course. Laboratory work, seven hours a week.

Text-book: Cairn's Quantitative Analysis.

(*b*) Organic Preparations.—A general course in organic preparations is offered during the latter portion of the last year to the students taking the special chemistry course. The work will be selected from the books of Levy and Gattermann on Organic Preparations. Laboratory work, seven hours a week.

The Institute has recently provided a separate building for laboratory purposes.

This building is near the engine and dynamo rooms, and is, therefore, supplied with steam heat, electricity, and hot and cold water.

The chemical laboratory is well equipped for general experimentation, having a good stock of inorganic and organic chemicals, convenient laboratory desks, and a complete assortment of the necessary laboratory apparatus.

Some of the best reference books and current scientific journals are kept in the library. In the Balance room is found the Becker balance of high grade. The students in Analytical and Organic Chemistry are now enabled to undertake full courses in laboratory work, and those who take General Chemistry have all the laboratory advantages they could wish.

B.—PHYSICS.

There are two courses in Physics.

1. INTRODUCTORY PHYSICS.—This class recites three hours a week and meets in the laboratory three hours a week. This course is elementary, and designed to present the simpler laws and principles of Mechanics, Heat, Sound, Light and Electricity.

Text-book: Wentworth and Hill's Physics.

2. GENERAL PHYSICS.—This is a more extended course, embracing a general study of Mechanics, Sound, Heat, Light and Electricity, and the solution of a large number of problems under each of the branches named. The lectures and recitations will be enforced by numerous demonstrations, and regular time will be provided for in the laboratory.

The laboratory is being equipped year by year with the necessary apparatus. During this year several very valuable pieces of apparatus have been added. Recitations three hours per week.

Text-book: Avery's Principles of Physics.

Books of Reference: Barker's Physics and Ganot's Physics.

C.—BIOLOGY.

The Biological department is provided with very fine compound microscopes, dissecting implements, and sectioning and staining apparatus, and the students are thus enabled to do a large amount of practical work. There are four courses offered in this department.

1. GENERAL BIOLOGY. — This is a practical course, which includes a study of animal morphol-

ogy and physiology—Zoology; and a study of vegetable morphology and physiology—Botany.

This course will be elementary and founded on selected portions of Davis's text-books of Biology. In connection with the lectures and recitations a regular course of laboratory work will be maintained, in which the lower forms of life, such as the amœba, the hydra, yeast, moulds, etc., will be studied under the microscope; and higher forms, such as the oyster, the crayfish, the frog, the English sparrow, etc., will be dissected. The object of this course is to give the students a knowledge of the most important phenomena of animal and plant life.

During a part of the second term an elementary course in the botany of flowering plants is given. The various parts of a plant, such as seeds, roots, stem, leaves, etc., are studied, and this is followed by an examination and classification of the ordinary native plants of the vicinity. This course comprises two hours a week of laboratory work, and so much of field work as circumstances will allow.

This class will recite three times a week.

Text-books: Needham's Lessons in Zoology, Davis's Biology—Part I., and Bergen's Elements of Botany.

Books of Reference: Brook's Invertebrate Zoology, Comstock's Manual for Study of Insects, Gray's School and Field Botany, and Chapman's Botany.

2. Structural Botany.—Microscopic methods are studied more in detail. Sectioning, staining, and mounting of slides are put to practical use in the study of the structure and relations of the different organs and parts of the plant. Recitations

two hours a week. Laboratory work five hours a week.

Text-book : Strasburger's Practical Botany.

3. ANIMAL PHYSIOLOGY.—This course is designed to give the student a thorough knowledge of the functions of life as demonstrated in man and the higher animals. It is largely an experimental course in physiology, and so the student will carry out many of the studies in the laboratory. In connection with the work the dissection of a mammal will be required. This class meets four times a week.

Text-book : Martin's Human Body.
Books of Reference : Foster and Howell.

4. ANIMAL MORPHOLOGY.—This is a laboratory course offered to students who have completed General Biology (1). It embraces a study of the morphology and embryology of simple invertebrate and vertebrate types, and a brief course in comparative Osteology. This class meets twice a week, and spends seven hours a week in the laboratory.

Text-books : Sedgwick and Wilson's Biology, Brook's Invertebrate Zoology, Quain's Osteology.

D.—GEOLOGY.

In this department recitations and class work are supplemented by assigned readings, laboratory work and excursions.

This section of Georgia presents some very interesting features for geological students. The shifted divides of North Georgia and South Carolina and

the belted coastal plain of South Georgia and Alabama furnish excellent studies in Physiography. Stone Mountain, a splendid geological problem for the students, is but a few miles distant.

The Institute will endeavor to keep a complete set of publications of the United States Geological Survey, as well as those of the different States. Students will be encouraged to inform themselves respecting the geology of the regions from which they come.

1. (*a*) This course is designed to give an understanding of the general character of the earth's history,and embraces physiographic Geology, dynamic and structural Geology, and historical Geology.

A special course is now being planned in Physiography, which will be a stepping-stone to this general course in Geology.

Text-books: Le Conte's Geology or W. B. Scott's Elements of Geology.

Books of Reference: Lyell's Principles of Geology, Geikie's Text-book of Geology.

(*b*) Mineralogy and Crystallography. This is a very elementary laboratory course which is so directed by the instructor as to make the students familiar with the most common minerals and crystal forms and the methods of identifying them.

Books of Reference: Dana's Text-book of Mineralogy and G. H. Williams' Elements of Crystallography.

This class recites three times a week throughout the session.

Through the kindness and generosity of Mr. N. P. Pratt, Dr. D. A. Shumate, Colonel Geo. W.

Scott and others, a mineralogical cabinet of over 300 specimens has been recently added to this department, which will be of great value to the geological students.

E.—ASTRONOMY.

1. This course in Astronomy is based on Young's General Astronomy. A knowledge of Trigonometry and Analytical Geometry is necessary.

Though denied the use of the large and refined instruments now at the command of wealthy institutions, photographs and stereopticon views of the instruments now in use in the Yerkes and Lick observatories will be presented and their working described. The Institute has a small telescope which adds much interest to these studies.

Text-book: Young's General Astronomy.
Reference: Newcomb & Holden.

THE BIBLE.

Dr. Gaines.

This is a three years' course, beginning with Sophomore year.

OBJECTS.—(1) To give a clear knowledge of Biblical History. The facts of this history not only form the basis of our religion, but have determined the history of the race, and especially of Christendom.

(2) To give in some measure an adequate view

of the *value* of the Bible. While the Bible is theoretically considered the greatest book in existence, yet comparatively few have a true appreciation of the ground of this claim.

(3) To teach *how* to study the Bible. Much Bible reading and even Bible *study* is unsatisfactory for the lack of the best method of study.

How the Course is Taught.—(1) The Bible itself is the main text-book; other books are used only as guides or helps.

(2) The Bible is taught *systematically—i. e.*, according to *a plan.* The plan used is to divide each Testament into periods according to the epochs in the history, and to study these periods in order.

(3) The Bible is taught *analytically.* Each period is carefully analyzed and the material orderly arranged. Then, as time permits, books and chapters are analyzed.

(4) The Bible is taught in the *light of Biblical Geography.* The location of an event not only makes it more real and helps to fix it in the mind, but often enables us to understand it. The latest Biblical Geography and the best wall maps are used.

(5) The Bible is always taught as the inspired word of God.

The course is arranged as follows:

1. From the Creation to the Kingdom; Text-books: The Bible; Bible Course: Outline and Notes (Gaines); Manual of Biblical Geography (Hurlbut).

Two hours a week.

Course of Instruction.

2. From the Kingdom to End of Old Testament; same text-books continued.

Two hours a week.

3. The New Testament; same text-books continued, with the following additional: Harmony of the Gospel (Broadus); Evidences of Christianity (Alexander).

Two hours a week.

Each student should be supplied with a good copy of the Revised Version.

All students who do not take the regular Bible course are required to recite one lesson a week either in the Story of the Bible (Foster), Studies in the Four Gospels (Hurlbut), or Blaikie's Bible History.

HISTORY.

Miss Massie.

In this department effort is made to employ those methods of instruction best adapted to remove the prejudice that history is a dry mass of facts and dates, to arouse in the student enthusiasm for the study of History, and to constantly impress the idea of the continuity of all history as well as the unity of national life, throughout all changes and even revolutions.

1. Sheldon's Ancient History, supplemented on certain subjects by Myers' History of Greece and of Rome and Oman's Greece.

(*a*) The civilizations of the ancient East and its contribution to Greece, the influence of physical geography upon the Greek State, Greek political history to the death of Alexander, the characteristics of Greek civilization, history of the origin and development of the Greek drama.

(*b*) The history of Rome to the death of Constantine, the physical advantages of Italy, the development of the constitution, the rise of the Plebeians, the internal weaknesses of the latter days of the Republic, the spread of Roman civilization, the downfall of Paganism.

Mythology by topical study.

References: Grote's Greece, Mahaffey's Old Greek Life, Bulfinch's Mythology, Francklin's Translation of Antigone, Æschylus and Sophocles (Collins' Classic Series), Leaf and Lang's Iliad, Plutarch's Lives, Mommsen's Rome.

Two hours a week.

2. Myers' Mediæval and Modern History, Emerton's Introduction to the Middle Ages. The Decline of the Empire, the Settlement of the Teutonic Peoples, the Growth of the Church, the Feudal System, the Crusades, the Rise of the Free Cities, the Renaissance, the Protestant Reformation.

References: Gibbon's Decline and Fall of the Roman Empire, the Epoch series of Histories, Guizot's History of Civilization, Froude's Studies, Duruy's History of the Middle Ages, Carlyle's Heroes.

Two hours a week.

3. (*a*) Montgomery's Leading Facts of French History; Adams' Growth of the French Nation. The History of France from the earliest times to the French Revolution.

The strife between nobles and king; the gradual growth of absolutism; the religious wars; Richelieu; the age of Louis XIV.

References: Guizot's History of France and History of Civilization; St. Armand's Works; Stephen's Lectures on the History of France.

(*b*) Montgomery's Leading Facts of English History, as an outline, largely supplemented by Coman and Kendall's History of England.

The Physical Geography of England; the Puritan Revolution; the attainment of self-government; the political and social reforms of the nineteenth century are the leading subjects of study.

References: Gardiner's Students' History of England; Green's Short History of the English People; Macaulay's Essays and History; McCarthy's History of our Times; Feilden's Constitutional History; Coman's Book of Sources; Carlyle's Heroes.

Two hours per week.

4. (*a*). Myers' Mediæval and Modern History.

The French Revolution and the wars of Napoleon; the Rise of the Modern Kingdoms; formation of the German Empire; United Italy; the Republic of France.

References: Same in general as for Course 2, with Fyffe's History of Modern Europe, and Guizot's History of France.

(*b*). Fiske's History of the United States; Cooper and Estell's Our Country.

Exploration and settlement; Government and Social Condition; the Causes of the Revolution; the American Revolution; Formation of the Constitution; Development of Nationality; the Sla-

very Contest; the Civil War; Reconstruction Period.

(*c*). One recitation a week in Civil Government in the United States.

Two and a half hours a week.

References: Bancroft's History; Winsor's Narrative and Critical History; Old South Leaflets; H. A. White's Life of Lee; Dabney's Life of Jackson; Watson's Life of Jefferson; Stephen's War Between the States; Johnston's American Politics.

Course 4 is intended for those only who have taken courses 1, 2, 3.

Topics for special study are assigned from time to time, of which verbal or written reports are given to the class. For the preparation of these topics much use is made of the source books and leaflets now available, and the student is taught to distinguish between contemporaneous accounts and those given by later historians or biographers.

States and territorial acquisitions are located and lines of march of tribes and armies traced by the class on outline maps—at first from memory, to be corrected later by comparison with an atlas.

For this, Heath's Outline Maps are used.

Written tests are given at intervals, and one paper of 1,000 words is required of those students who take course 1, and several papers of those taking courses 2, 3 or four.

Class discussion is encouraged, and students are urged to bring to the class from magazines, newspapers or any sources available, collections of pic-

tures and items of interest bearing on the subject studied.

A reading-room, well supplied with the best periodicals, enables the students to prepare themselves for a weekly discussion of topics of the day and of matters of general information.

PHILOSOPHY.

This is a two years' course, beginning with the Junior year. The department includes Formal Logic, Rational and Educational Psychology, Theoretical and Practical Ethics, the History of Philosophy and of Education. For graduation or to secure a certificate of proficiency, the entire course must be completed. The first year attention is given to the relations between Physiology and Psychology, to the kinds of mental activity, to the primary laws of thought and their application in correct thinking, and to the value of psychologic principles as the basis of true educational methods.

In the second year the natural progression from Psychology to the settlement of the ethical theory and its application is observed. The ground of moral obligation is studied, as well as the impulsive, rational and moral principles of action. Specific duties arising from special relations are discussed.

Attention is given to the history of ancient, mediæval and modern Philosophy. A short time

is devoted to the lives and work of some of the chief educators, and an effort is made to cull from them the essentials of pedagogical doctrine.

1. (*a*) LOGIC, INDUCTIVE AND DEDUCTIVE.—The text-book used is Poland. References are made to Bowen, Schuyler, Creighton and Jevons-Hill.

(*b*) PSYCHOLOGY.—The text-books used are Davis and Hopkins. Collateral readings are required from Ladd, James, Dewey, Stout, Titchener, Halleck and others. Instruction is given by means of lectures and practical exercises in connection with recitations.

Two hours a week for one year. Open to Juniors.

2. (*a*) ETHICS.—The chief authors studied are Davis, Dabney, Hopkins and Mackenzie. Besides recitations, essays, reviews and critical comparisons are required.

(*b*) HISTORY OF PHILOSOPHY. — Text-book: Hunter. References to Weber's History of Philosophy translated by Thilly.

(*c*) HISTORY OF EDUCATION.—Text-books: Compayre, Seeley and Painter. Topics are discussed and reports are given from required readings.

Three hours a week for one year. Open to Seniors.

LIBRARY—PARTIAL VIEW.

Music.

The work of this department embraces instruction in piano, organ, violin, voice culture, art of singing, harmony, theory of music, history of music, sight-reading and chorus singing. Only experienced teachers of special talent and training are employed; there are no tutors or assistants. Students in piano, organ, violin and voice culture have two lessons a week of half an hour each. Harmony, theory, sight-reading, etc., are taught in classes. Each student is expected to perform the part assigned her in frequent recitals. Piano pupils in the preparatory grade are expected to practice one hour daily; more advanced students, two hours. Students in voice culture will practice one hour a day. Special students can arrange for more time.

Literary Course with Music as a Leading Study.

To meet more fully the needs of an increasing number of young women who wish to acquire at the same time a liberal literary as well as musical education, there has been arranged a course with music as a special study. This course includes study of a solo instrument or singing, together with the full course in Harmony, History of Music, and Musical Science, offering to the student broad musical training, which may serve as the basis for the practical work of a specialist.

The library is well supplied with standard books of reference, histories, biographies, collections of letters, critical and historical essays, theoretical works, etc. The leading musical periodicals are also received.

PIANO.

PREPARATORY GRADE.—Rudiments, position of hands and muscular development; simple studies major scales and chords; easy pieces; sonatinas.

INTERMEDIATE GRADE. — Rhythmical scale studies; major and minor scales; arpeggios; finger studies to be transposed into every key; wrist studies; studies in phrasing and expression; trill studies; study of polyphonic music begun; easy sonatas; pieces by modern composers; playing at sight (pieces for four and eight hands); playing from memory.

ADVANCED GRADE. — Technical studies continued; study of standard sonatas, concertos and pieces of modern composers; systematic study of works of the great composers, together with reading of musical biography, analysis, etc.; ensemble playing.

ORGAN.

At least one year's study in piano playing is necessary before undertaking the organ.

Course of Instruction.

This course is planned especially to meet the needs of those preparing themselves for church choir work.

Studies.—Stainer's Organ Primer; Whiting's First Six Months; D. Buck's Pedal Phrasing; Rink's Four Books; Bach's Preludes and Fugues; Church Music by Best, Smart, Merkel, etc.

The Institute has a two-manual organ for the use of students.

VOICE CULTURE AND ART OF SINGING.

GRADE I.—Exercises for control of breath, placing and development of tone. Concone, op. 9. Simple Songs.

GRADE II.—Tone Exercises. Scales by Bonoldi, Garcia, etc; Vocalises by Concone, op. 12. English songs and simple Italian arias, with special attention to enunciation and phrasing.

GRADE III.—Tone Exercises. Vocalises of Panofka and Luetgen. Study of French, German and Italian songs and arias; English Oratorio.

In connection with the above course, sight-reading and chorus classes are formed, open to all the students of the Institute. Students of the vocal department are expected to attend these classes regularly.

VIOLIN.

The method of instruction follows that taught by the greatest of living German violinists, Prof. Joseph Joachim, Director of the Royal Academy of Arts, Berlin, Germany, under whose supervision Miss Morgan received most of her musical training.

The instruction is necessarily individual, being suited to the needs and talent of each student. Much attention is given to right-hand as well as to left-hand technic, the practical and very graceful Joachim bowing resulting in beautiful tone production. A thorough knowledge of the scales and arpeggios (David, Schradieck, Moser) is required, a prescribed course in Bowing Exercises (Joachim, Tartini, Sevcek, Kreutzer), Etudes by Kayser, Dancla, Dont, Kreutzer, Fiorillo. Concertos and Concerto-Studies by Bach, DeBeriot, Kreutzer, Rode, Sitt, Viotti, etc., together with lighter compositions by the best classical and modern composers.

THEORY.

This course is arranged to cover four years. The first three grades are required for the completion of the regular musical course; the fourth is optional, and should be undertaken only by those who have fully mastered the preceding grades and give evidence of talent in melodic invention.

Course of Instruction.

GRADE I.—*Elementary Theory.*—The staff, notation, rhythm, major and minor scales, slurs, syncopation, triads, appoggiaturas, ornamentation, etc.

Collateral reading concerning lives of Bach, Handel, Haydn, Mozart and Beethoven.

GRADE II. — *Harmony.* — Preliminaries, intervals, triads and their inversions, seventh-chords and their inversions, altered chords, modulation, suspensions, organ-point, passing-tones and chords.

Collateral reading concerning lives of Schubert, Schumann, Mendelssohn, Wagner and Brahms.

GRADE III.—Part-writing for two, three and four voices; harmonic accompaniment to given melody.

GRADE IV.—Counterpoint, single and double; canon; fugue; elements of orchestration; musical forms.

Practical work based on manuals of Broekhoven, Chadwick, Bridge and Jadassohn.

MUSICAL SCIENCE.

Phenomena of sound in their relation to Music and Musical Instruments. (This is included in the regular study of Physics.)

HISTORY OF MUSIC.

This study covers the last two years of the Musical Course.

THIRD YEAR.—General History from earliest times to present day, especially since death of Palestrina.

FOURTH YEAR. — Special study of different epochs, with particular attention to the development of the Sonata and other forms. Musical Analysis and Criticism.

CERTIFICATES

will be given pupils in piano playing, voice culture and violin playing.

Requisites for Certificates.

Recognizing the necessity of a broad and liberal culture in every department of study, it is required that candidates for a certificate in this department shall complete satisfactorily the courses in English and English Literature prescribed for Freshman and Sophomore classes of this Institute, or shall be able to stand examinations on the equivalent of these courses. In addition :

1. In *piano-playing*, ability to give a public recital (mostly from memory), the program to include a movement from a standard piano concerto, and pieces of varied styles ; to pass satisfactory examinations in playing at sight and in the first three grades of theory, and a good general knowledge of musical literature.

2. In *voice-culture*, ability to give a public recital, to be advanced to at least the Intermediate

grade in piano-playing, to pass satisfactory examinations in sight-reading and in the first three grades of theory, and a good general knowledge of musical literature.

3. In *violin-playing*, a course of at least four years, with ability to give a public recital; to pass satisfactory examinations in playing at sight and in the first three grades of theory, and a good general knowledge of musical literature.

ART.

Miss Louise G. Lewis.

The aim of this department is to give a systematic course of study which shall be both thorough and inspiring, cultivating the eye to quick observation and the hand to facility of execution.

The regular art course is divided into four classes.

1.—Elementary Class.

Drawing.—Elementary casts, parts of human figure.

Clay Modeling.—Ornament, casts of foliage, parts of human figure.

Perspective.—Theory, drawing from groups of solids, etc.

2.—Preparatory Antique Class.

Drawing.—Fragments and masks from the antique.

Painting.—From still-life in color.

Sketching.—Time-sketches in pencil or charcoal, outdoor sketching in pencil.

3.—Antique Class.

Drawing.—Busts and full length figure.

Painting.—Studies in oil or water color.

Sketching.—In pencil, charcoal, or pen-and-ink from still-life, outdoor sketches in drawing or color.

4.—Life Class.

Drawing.—Full length figure from antique, head from life, from draped model.

Composition.—General rules for composing pictures.

Painting.—Head from life.

Sketching.—Outdoor sketching in color.

Students cannot enter an advanced class without passing an examination on the work preceding.

Excellent opportunity in the way of good models and thorough instruction is offered those desiring to study china painting, tapestry, and other lines of decorative painting.

Miniature painting, pastel and photo-crayon are also taught.

A sufficient knowledge of drawing will be required before entering upon the study of these branches.

Instruction in free-hand drawing is given to pupils in the Academic Department without extra charge for one hour a week during one session.

Art History.—Students in the Freshman year of the Literary Course taking Art as an elective branch will have, in connection with it, the study of Art History.

There will be an hour lesson once a week, the study extending over a two years' course. Excellent illustrations will be provided to aid in the interest and profitableness of the study. Reference will also be made to literature in its connection with Art.

Other students of the school may, with permission of the President, be admitted to this class. All

studio pupils are expected to study Art History if so advised by the teacher of the department.

Certificate.—The same literary attainment as is required in the Music Department will be required in this department, in addition to the satisfactory completion of the art course as prescribed.

ACADEMIC DEPARTMENT.

The work in this department extends over four years, and has been so arranged as to prepare pupils for the courses leading to graduation in the Collegiate department. Too great importance cannot be attached to a regular and thorough preparation for college. The degree of success of a student in the college classes will depend largely on *what* she has done in the Academy and especially upon *how* she has done it. This department has therefore been organized with very great care with a view to giving the best preparation for our Freshman class.

REQUIREMENTS FOR ENTRANCE.

English.—Language lessons, study of the sentence, lessons in punctuation and capitalization, simple letter-writing.

Arithmetic.—Addition, subtraction, multiplication, division, primary fractions.

Geography.—Maury's Elementary Geography, or an equivalent, completed.

Reading.—Ability to read intelligently and expressively standard works of the grade of Hawthorne's Wonder Book and Kingsley's Greek Heroes.

ENGLISH.

Grammar and Composition.—The aim of this department is to give the pupil a thorough knowledge of English Grammar and to teach her the methods of simple, direct, and accurate expression. The study of the principles of composition is not left until the third or fourth year; from the beginning the pupil is led to frame simple generalizations for her own guidance. Much composition work is done in the first and second years. In the third and fourth years fortnightly themes are required. In each of the four years many themes are written in class, a limited period being set apart for the first draft and half as much time being given for revision.

Literature and Reading.—In general, the object of this department is fourfold: (1) To secure a ready apprehension of thought and feeling from the printed page; (2) to cultivate the power to give correct vocal expression to thought and feeling; (3) to secure at least a slight acquaintance with classic literature; (4) to create and foster a love for good reading.

Before entering upon this stage of their work pupils are supposed to have had thorough training in reading, although much of the class-work of these four years consists in reading aloud. Pupils will be required also, from time to time, to memorize passages from the selections studied. In addition to the regular class-work there will be assigned books for home reading.

Course of Instruction.

First Year.—*Grammar and Composition.*—Graded Lessons in English, Reed and Kellogg. Frequent compositions.

Literature: Tanglewood Tales, Daffy-Down Dilly and other short stories by Hawthorne; Ruskin's King of the Golden River; King Arthur and His Court; and Child-Life in Poetry.

Home Reading: The Wonder Book, Andersen's Fairy Tales, Kipling's Jungle Books, Arabian Nights.

Second Year.—*Grammar and Composition.*—Reed and Kellogg's Graded Lessons in English, completed and reviewed. Milne's An English Grammar, Part I., Study of the Sentence. Frequent compositions.

Literature: Hawthorne's The Great Stone Face and The Snow Image; Stories from Norse Mythology; some of the short poems of Longfellow; Irving's Rip Van Winkle and The Legend of Sleepy Hollow.

Home Reading: Bimbi, A Dog of Flanders, The Story of a Short Life, and Lamb's Tales from Shakespeare.

Third Year.—*Grammar and Composition.*—Milne's An English Grammar; The Modifications and Relations of Parts of Speech, Sentence Structure, Syntax, Historical Outline Sketch of the English Language, Word Formation. Fortnightly themes.

Literature: American poems, including some of the longer poems of Longfellow, Whittier, Bryant and Lowell.

Home Reading: Hiawatha, Keramos, My Summer in a Garden, Scottish Chiefs and Uncle Remus.

SUB-FRESHMAN YEAR—*English.*—Lewis's A First Book in Writing English, completed. Fortnightly themes.

Literature: Mosses from an Old Manse, Prue and I, and Masterpieces of British Literature.

Required Reading: The House of Seven Gables, Kenilworth, Ivanhoe, The Talisman.

Home Reading: Kenilworth, Ivanhoe, The Talisman, Dream Life, and The House of Seven Gables.

MATHEMATICS.

FIRST YEAR.—Bacon's Four Years in Numbers, Second Part.

SECOND YEAR.—Prince's Arithmetic by Grades (No. 5). Fractions, Decimals.

THIRD YEAR.—Prince's Arithmetic by Grades (No. 6). Mensuration, Denominate Numbers, Metric System.

SUB-FRESHMAN.—Prince's Arithmetic by Grades (Nos. 6 and 7). Percentage, Longitude and Time, Ratio and Proportion, Cube and Square Root.

Algebra to Involution.

LATIN.

This course is designed to give a thorough knowledge of Latin forms, including irregular

verbs, and of the fundamental principles of syntax. The Roman pronunciation is used, and special stress is laid on the marking of quantities in all written work.

No student will be admitted to a Latin class who is not ready for the corresponding course in English.

First Year. Collar and Daniell's First Year Latin.

Four hours a week.

Sub-Freshman. (*a*) Collar and Daniell's First Year Latin completed and reviewed.

(*b*) Cæsar, Greenough, D'Ooge and Daniell's Second Year Latin Book, first half of Part II.; Gildersleeve-Lodge Latin Grammar, college edition; Moulton's Preparatory Latin Prose Composition, Part II.; a Systematic Drill in Syntax; sight-reading.

Four hours a week.

FRENCH.

SUB-FRESHMAN.—Grammar: Chardenal's French course as far as Syntax; Reading: Gervais Un Cas de Conscience. In this course the regular and the commoner irregular verbs are studied with the elements of French Grammar, its principles being illustrated from easy prose readings. Almost daily memorizing is required as a means of acquiring a good pronunciation and as an aid to conversation.

Three hours a week for one year.

GERMAN.

SUB-FRESHMAN.—Joynes-Meissner's Grammar; Stern's Studien und Plaudereien, first series; Bilderbuch ohne Bilder, or other easy prose reading.

Three hours per week for one year.

HISTORY.

FIRST YEAR.—Guebeer's Story of the English.

SECOND YEAR.—Field's United States History, White's Outline Studies in United States History.

THIRD YEAR.—United States History continued. Second term, Harris's Stories of Georgia.

SUB-FRESHMAN YEAR.—Fyffe's History of Greece, Creighton's History of Rome. Map-drawing required and supplementary reading, especially of mythology and biography. The aim of this class is to give a thorough knowledge of the history of Greece and Rome, preparatory to the more advanced work of the Freshman year.

GEOGRAPHY.

FIRST YEAR.—First half of Maury's Manual.

SECOND YEAR.—Second half of Maury's Manual.

THIRD YEAR.—Frye's Advanced.

SUB-FRESHMAN.—Physical Geography. (Davis.)

MNEMOSYNEAN LITERARY SOCIETY HALL.

General Information.

Religious Features. The work of each day is begun with religious exercises in the chapel and is closed with evening prayer. The Sabbath is observed as a holy day. The boarding students attend the Sabbath-school in the Institute conducted by the resident teachers. All students are expected to attend church on Sabbath morning. Prayer-meeting is held in the Institute weekly. There is also a morning prayer-meeting conducted by the students. The Agnes Scott Christian Band, composed of teachers and students, meets every Sabbath evening.

The Institution has been founded and sustained by Presbyterians, and hence its moral standards and religious life conform as nearly as possible to those which obtain in that church. Special care, however, is taken not to interfere in any way with the religious views or preferences of students from families belonging to other denominations, or to no denomination, all of whom are welcome.

The Institute Home. Every effort is made to give the Institute the character of a Christian home. Teachers and students constitute one household. Care is taken to render the home-life of the student not only attractive, but conducive to the cultivation of those graces of character which

mark refined women. Only such restrictions are thrown around the students as are considered important for their health, safety and improvement. Importance is attached to the cultivation of that considerate regard for the wishes and feelings of others which lead to courteous deportment.

A student who persists in disobedience or disrespect, or even neglect of duty, and who is evidently gaining no good herself and hindering others, is not permitted to remain in the Institute. Students are not allowed to leave the grounds without permission, or unaccompanied by a teacher. Frequently during the year instruction in manners and etiquette is given by the Lady Principal.

Location. Decatur, the county site of DeKalb county, is a town of some 2,000 inhabitants on the Georgia Railroad, six miles east of the Union Depot, Atlanta. All the conditions of healthfulness seem to be met perfectly here: an elevation of 1,050 feet; no large streams or bodies of water near enough to give dampness to the atmosphere; fine freestone water; excellent drainage, and freedom from malaria. There are Presbyterian, Methodist and Baptist churches with resident pastors, and also an Episcopal chapel. The Donald Fraser High School for boys, a preparatory school of high grade and superior management, is located here.

The nearness and accessibility of Decatur to Atlanta render available all the advantages of the city. Besides the Georgia Railroad with frequent passenger trains, there are three electric lines with fifteen, twenty, and thirty minute schedules. It is, there-

PROPYLEAN LITERARY SOCIETY HALL.

fore, entirely convenient and practicable for the students to attend the lecture and concert courses in the city, always, of course, accompanied by teachers. During the past session some of the most noted lecturers in the profession have visited Atlanta, while the musical attractions have been very fine. All things considered, it would seem difficult to find a location combining more advantages for a great institution of learning than this.

Buildings.

The Main Building, completed and occupied for the first time in the fall of 1891, is a massive edifice, simple in architecture yet not lacking in impressiveness.

It is constructed of brick, granite and marble, is one hundred and ninety-four feet long, fifty-four feet wide, and four stories high above basement.

The entire building is heated and ventilated by the indirect steam method, and lighted by electricity.

Chapel, parlors, office, and class-rooms occupy the first floor; the sleeping apartments the second and third floors of the building. All of these rooms are thoroughly ventilated by outside windows and over 500 feet of wide halls.

The chambers are unusually large, arranged so as to admit abundant sunlight, and in their construction especial attention was given to securing perfect ventilation. The furniture and appointments are homelike and comfortable. While luxury has not been studied, every convenience necessary for health and comfort has been supplied.

The departments of Music and Art occupy the entire fourth floor.

Each floor is supplied with water, bath and toilet rooms, electric bells, and ample hose and fire buckets.

The sanitation has been arranged with the utmost care, and is regularly inspected and kept in order.

Westlawn. At the close of the session of 1900–1901 it became evident that the rapid growth of the Institute made it necessary to provide more room. To meet this pressing need the Trustees purchased in the early summer the beautiful home of Mr. W. F. Pattillo. This purchase was made possible by the generosity of two friends of the Institute, Mr. S. M. Inman and Mrs. Josephine Abbott. The property acquired adjoins the Institute grounds, and comprises a lot of about three acres and a comfortable dwelling containing eight rooms. This addition has been named Westlawn. The division fence between the Institute and Westlawn has been removed, thus giving us within one enclosure, nearly ten acres. The dwelling has been thoroughly renovated and connected with the Institute building by a brick walk, thus adding eight comfortable and attractive rooms for the accommodation of teachers and students.

The bedrooms of the Institute are comfortably furnished, and are thoroughly warmed and ventilated, and are never crowded. The occupants of each room are required to keep it in order, and all rooms are daily inspected.

Rooms are assigned in the order of application for entrance.

The Intendant of the Infirmary is in special

WESTLAWN COTTAGE.

charge of the dormitory floors. She will at all times rigidly inspect the rooms of the students, and see that they are neatly and properly kept in order, reporting any dereliction to the Lady Principal.

Outfit. Each boarding student must furnish two pairs of sheets, two pairs of pillow-cases, six table-napkins, napkin ring, six towels, two laundry bags, gossamer, umbrella, and a pair of rubber shoes. The pillow-cases should be 35 by 22 inches.

All articles, including trunks, must be plainly and durably marked with the name of the owner. Failure to comply with this requirement causes confusion and loss.

It is urged upon parents not to burden their daughters with the care of valuable jewelry or an expensive wardrobe. Each outfit should contain, besides school dresses, one street suit and wraps of light and heavy weight. A simple high-necked evening dress will be found convenient, but not necessary. *Students will not be permitted to wear low-necked dresses.*

Health and Physical Training. In pursuing a course of study, good health is of the highest importance. There is in this Institution a close and intelligent supervision over the health of the boarding students. The best medical advice is secured and a trained nurse provided. All the conditions of proper sanitation are carefully observed. The Institute has a superior system of sewerage, and an abundant supply of the purest water. From

basement to attic much care is exercised to maintain cleanliness and healthfulness.

The infirmary has been removed from the main building into a cottage near by. The advantages in this arrangement are obvious. The sick are transferred from the unavoidable noise of the large boarding department into a place of absolute quiet. In the event of any contagious disease developing among the students, perfect isolation can be effected at once. The Infirmary is furnished and equipped with every convenience and comfort. It will be a satisfaction to parents to know also that Miss Appleyard, who is in charge of the Infirmary, is a *trained nurse*, who has had the best training and large experience. In sickness, therefore, parents may rest assured their daughters will have every comfort and the most skillful nursing. Miss Appleyard looks carefully after the health of the girls, and is able frequently to prevent sickness by timely suggestions and attention. In cases of protracted sickness or contagious diseases parents must provide nurse at their own expense.

Dr. W. S. Kendrick, the Institute physician, is in telephonic communication, visits the school periodically, and in case of illness is summoned promptly.

Parents are urged to communicate freely with the Lady Principal concerning the physical condition of their daughters at the time of their entrance, and to state whether their daughters have any special weakness or tendency to disease, or idiosyncrasies of constitution.

The Trustees feel that they can conscientiously

PARTIAL VIEW OF FRONT YARD OF INSTITUTE.

assure parents that, in case of illness, their daughters will receive prompt and skillful medical attention, faithful and tender nursing, and in every case of serious illness they will be promptly advised.

Physical Culture. The Institute Gymnasium contains the best apparatus, including Horizontal and Vaulting Bars, Horse, Flying-rings, Chest-weights, Clubs, Wands, Dumb-bells, Rings, Hoops, etc.

All the work is under the supervision of a competent teacher, and the greatest care is taken that no one overtax her strength. All students, unless excused by the proper authority, are expected to exercise daily in the gymnasium, for which no extra charge is made. When the weather permits exercise out of doors is frequently substituted for work in the gymnasium. Two tennis courts and a croquet ground furnish opportunity for healthful and bracing outdoor games.

Each pupil is expected to supply herself with a suit of blue flannel—blouse and divided skirt—and gymnasium shoes.

The Physical Culture suit may be obtained in Decatur at a total cost of about three and a half dollars for material and making.

Library and Reading-room. The Library includes works of history, standard fiction, biography, travels, essays, and treatises upon literature, the classics, Biblical and miscellaneous topics. The Sunday-school library has been selected with extreme care, and is much read by the pupils.

It is the intention of the Trustees to add such reference books as will keep the departments fully abreast with the advancement made in the different lines of study.

The reading-room is supplied with a large selection of choice periodicals, and receives regularly the following magazines and papers, to wit:

Harper's Monthly, Century, Art Amateur, China Decorator, Eclectic Magazine, Etude, Current Literature, New York Observer, Popular Science Monthly, Youth's Companion, Southern Presbyterian, Christian Observer, Christian Index, Christian Advocate, Music Courier, Art Interchange, Educational Review, Ladies' Home Journal, Music, Missionary Review of the World, Review of Reviews, Atlantic Monthly, American Naturalist, The Bookman, Scribner's Magazine.

Literary Societies. The Literary Societies contribute much to the social life and literary attainments of the students, and are valuable as a means of cultivating ease of manner and expression, of fostering a taste for good literature, and of developing social and literary gifts.

The Mnemosynean Society was organized in October, 1891, and the Propylean in May, 1897.

These societies have beautiful and attractive halls in the Institute. They meet once a week, and their programs consist of readings, recitations, essays, debates and music.

These societies are using their funds year by year in the building up of excellent libraries for the benefit of their members.

General Information.

The Shonts Library Prize. Mr. T. P. Shonts of Chicago generously offers a prize of $100.00 each year to be applied to the purchase of books for the Society Libraries. This prize is to be competed for by the two societies, and to be awarded on certain specified conditions at the close of the session to the successful contestant.

SCHOLARSHIPS.

The W. A. Moore Scholarship.—Under the will of the late William A. Moore, a Ruling Elder of the First Presbyterian Church of Atlanta, the Institute received, in 1892, a legacy of $5,000.

The will of Mr. Moore provides that "this sum shall be held as a permanent fund or endowment for the education at this Institute of worthy girls of Presbyterian parents who are unable to provide a collegiate education for their daughters," the same to be permanently invested, and only the interest to be used.

Scholarships under this fund are annually awarded as directed in Mr. Moore's will.

The Rebecca Steele Scholarship.—Mr. A. B. Steele of Atlanta has given $5,000 to found this scholarship, called in memory of his mother the Rebecca Steele scholarship. In making unsolicited this generous gift, Mr. Steele has specified that the proceeds shall be applied to aid "poor country girls."

The W. P. and W. F. Pattillo Scholarship.—Each of these gentlemen has for several years sent his check for $30.00, making $60.00, which has been applied as a scholarship.

The Alumnæ Scholarship.—The Alumnæ have caught the spirit of *helpfulness* which characterizes their Alma Mater, and, though comparatively a small band, have nobly maintained a scholarship. The scholarship pays $60.00.

For General Excellence in Collegiate Department.—Tuition in the Institute for the *next* session will be given to the student, in any class below senior, who makes the highest *general* average above 90. In order to compete for this prize the student must pursue a regular course. The scholarship is not transferable, and is good only for the session immediately succeeding the one for which it was awarded.

For General Excellence in the Academic Department.—Tuition in the Institute for the *next* session will be given to the student who makes the highest *general* average above 90, under the same conditions as above.

English.—In order to stimulate and encourage the study of English, a special prize is offered to the student in the Junior or Senior class who presents the best essay on the subject assigned by the teacher of English. Conditions under which this prize will be awarded:

1. The student must have an average of 90 or above in the previous English course.

2. The essay must be correct in spelling, punctuation, use of capitals and paragraphing, and must be neatly and plainly written.

3. It must be original and accompanied by a certificate to that effect signed by the writer.

4. It must be handed to the President by April 15 unsigned, but accompanied by certificate referred to above.

Music.—Two Scholarships are given: one in piano playing and one in voice culture. They are awarded on commencement day to those pupils who have made the best record in these departments for the year.

Art.—Tuition in the Art Department of the Institute for the next session will be given to the student who does the best piece of work from cast or nature.

No one can compete for this scholarship who has not been a diligent student in the Art Department for the entire session.

The Laura Candler Medal.—This medal is awarded to the student of the Junior or Senior class who makes the highest average for the year in Mathematics, provided the average is above 90.

In awarding all scholarships, distinctions and diplomas, attendance, deportment and punctuality are considered.

No Institute scholarship or medal will be awarded until all charges have been satisfactorily arranged. All dues must also be arranged before graduation.

EXPENSES.

Charges for the Entire Scholastic Year.

SEPTEMBER 10, 1902, TO MAY 27, 1903.

FOR BOARDING STUDENTS.

Board, including furnished rooms, light, heat, laundry, full tuition in Literary Department, also use of Library and all incidentals (except physician's fee) . $255 00

This is payable, one-half on entrance, September 10, and the other half January 17.

FOR DAY STUDENTS.

FOR THE SCHOLASTIC YEAR.

Collegiate Department, Freshman and Sophomore, ...	$ 54 00
Collegiate Department, Junior and Senior,	64 00
Academic Department, ...	44 00
French or German, ...	10 00

Payable one-half on entrance, the remainder January 17.

SPECIAL.

FOR THE SCHOLASTIC YEAR.

Piano, under professor, . . .	$ 60 00
Piano, under lady teacher, . . .	50 00
Organ, with use of instrument, . .	80 00
Private vocal lessons, ...	60 00
Violin, ...	60 00

Use of instrument for practice two hours daily,	$ 10 00
Use of instrument for practice each extra hour,	5 00
Harmony, Theory and Musical History in classes, *free only to Music pupils.*	
Art,	50 00
* Laboratory fee (for scientific students *only*)	5 00

The above charges are designed to cover actual cost of the advantages furnished. The Institute is not conducted for financial profit, and neither desires nor expects to do more than maintain the institution at its present high state of excellence. *The entering of a pupil in this Institute shall be deemed a formal and explicit contract for her to remain until the close of the school year.* The Institution obligates itself to furnish board, instruction, and all the advantages it offers *for the scholastic year*, while the patron upon his part, by entering his daughter, or ward, *obligates* himself to send her *for the entire session.* In no other way can a school without endowment be maintained, since all engagements with teachers and other provision for conducting the school must be made in advance for the entire year. Patrons can therefore understand why no portion of the fees will be refunded in the event of withdrawal, unless such withdrawal is recommended or approved by the Institute physician on account of sickness.

The same rule applies to both boarding and day students. If for any reason a student is entered for

* Must be paid at beginning of session and will not be refunded.

less than the session, special arrangement must be made with the President.

Those who may find it more convenient to pay quarterly in advance can arrange to do so by applying to the President.

In addition to the charges given above, each boarding pupil pays a physician's fee of $5.00 for the session or any part of it. This fee secures the services of a prominent Atlanta physician for the entire session, *except in cases of protracted and aggravated illness.* This arrangement is made entirely in the interest of our patrons. The Institute does not receive one cent of these fees, but pays the entire amount to the physician. The economy of the plan is seen in this, that the attendance of the physician *for the session* is secured for an amount charged by an Atlanta physician for a *single* visit to Decatur.

NO DEDUCTIONS FOR ANY CAUSE WILL BE ALLOWED PUPILS WITHDRAWING AFTER THE BEGINNING OF THE FOURTH QUARTER.

All drafts, checks and money orders should be made payable to F. H. Gaines, President. If remittance is by local check, add 25c. for exchange.

DISCOUNTS.

When two or more boarding students are entered from the same family, a discount of five per cent. on their total bills is allowed.

To ministers regularly engaged in their calling the following rates are given: Board, tuition in Literary Department, including heat, light, physical culture, for school year, $180.00.

Special studies, physician's fee, and laundry at regular rates.

To ministers regularly engaged in their calling, who send their daughters as day pupils, a discount of ten per cent. will be given on tuition in Literary Department. Branches under the head *Special* at catalogue rates.

Patrons will notice that, with two exceptions, all discounts have been discontinued. This has been done because rates were already at cost.

No discount will be allowed either boarding or day pupils for absence from any cause except sickness, *and that only when the absence is for as long a period as one month.*

Parents must not expect to pay *only* for the time their daughters are in actual attendance. No student will be received for less than a quarter, and then *only* by special arrangement with the President.

Suggestions to Parents or Guardians.

The success of pupils in their school work depends largely upon the co-operation of the parents with the faculty. Parents or guardians who place their daughters in this school are understood to accept the conditions as defined in the catalogue.

Every expressed wish of parent is met so far as is consistent with the general good.

Parents will find it to the interest of their daughters to confer frankly with the President or Lady Principal concerning anything in the management of which complaint is made.

Parents are urgently requested not to interfere with the studies of their daughters by withdrawing

them during the session to spend a week or two at home. PARENTS ARE ALSO REQUESTED NOT TO WITHDRAW THEIR DAUGHTERS UNTIL AFTER COMMENCEMENT, EXCEPT FOR URGENT REASONS. Such withdrawals seriously interrupt the progress of the pupil, are positively injurious to the classes, and tend to distract the whole school.

Parents *cannot* give their daughters permission to do what is prohibited, nor to omit what is required by the rules of this Institute.

Parents are requested to consult with the President or Lady Principal before excusing their daughters from examinations, or advising them to make any change in their course of study.

Examinations are not only a test of scholarship, but are an important means of mental training, and an incentive to close application.

OUR TABLE IS ABUNDANTLY SUPPLIED WITH WHOLESOME FOOD, AND PARENTS ARE URGED NOT TO SEND THEIR DAUGHTERS EATABLES. PLACING BEFORE THEM A TEMPTATION TO EAT RICH FOOD AT ALL HOURS IS A MOST EFFECTUAL MEANS OF DEFEATING ALL THE ENDS FOR WHICH THEY HAVE BEEN SENT TO SCHOOL.

Frequent visiting has been found to seriously interfere with the work of pupils, therefore they are permitted to visit only on holidays with the written permission of their parents, and even then the matter must be subject to the discretion of the Lady Principal.

Pupils are not allowed to receive callers on the Sabbath.

General Information.

Visitors will not be received during school or study hours: 8:30 A.M. to 2 P.M., and 7 P.M. to 9 P.M.

Young gentlemen are not received unless they bring letters of introduction from parents or guardians to the President or Lady Principal, and then only at their discretion.

Parents are expected to furnish lists of persons with whom they wish their daughters to correspond.

MONEY FOR BOOKS, MUSIC AND INCIDENTAL EXPENSES CAN NOT BE ADVANCED. A deposit of ten or fifteen dollars should be made at the beginning of each term, an itemized statement of the expenditure of which will be rendered. Heretofore the Institute has been running an account for books and stationery with parents of boarding pupils. This will be discontinued in the future, and they must pay cash for what they get in these lines.

Books, sheet music, art materials, etc., will be supplied at actual cost only to boarding pupils; day pupils are convenient to the book stores, and must supply themselves.

Dentistry should be attended to before leaving for school.

Punctuality is indispensable to progress. If possible have your daughter present on the first day of school.

For repeated violations of the rules, parents will be requested to take their daughters home.

The proper address for telegrams and letters is in care of Agnes Scott Institute, Decatur, Ga.

All letters on business concerning the admission or dismission of pupils, concerning any of the de-

partments of instruction, concerning the general management and conduct of the institution, or application for catalogues, should be addressed to the President.

Remittances of money should be made to the President by post-office order, registered letter, New York draft, or express order, or payments may be made to him in person. If by local check add twenty-five cents to pay exchange.

Letters concerning the pupils personally, progress in their studies, health, rooms, room-mates, etc., should be addressed to the Lady Principal.

Graduates.

Session 1893.

Scientific Course—

Mary Josephine Barnett . . . . Atlanta, Ga.
Mary Mack (Mrs. Benjamin Ardrey), Fort Mill, S. C.

Session 1894.

Classical Course—

Mary Mel Neel (Mrs. W. J. Kendrick), Griffin, Ga.

Session 1895.

Classical Course—

Florence Olivia McCormick . . Bessemer, Ala.
Orra Hopkins . . . . . Hot Springs, Va.
Sallie Allen Watlington . . . . Dayton, Ala.
Winifred Quarterman . . . . . Marlow, Ga.
Margaret F. Laing . . . . . Atlanta, Ga.
Anna Irwin Young . . . . . Atlanta, Ga.

Session 1896.

Classical Course—

Martha Edwards Cardoza . . Lunenburg, Va.
Mary Ethel Davis . . . . . Decatur, Ga.
Olive Laing . . . . . Atlanta, Ga.
Mary Ramsey Strickler . . . . Richmond, Va.

Scientific Course—

Leonora Augusta Edge (Mrs. T. L. Williams),
Buena Vista, Ga.

Agnes Scott Institute.

Session 1897.

Scientific Course—

Caroline Haygood (Mrs. Stephen Harris), Carrollton, Ga.
Lillie Wade Little . . . . . Macon, Ga.
Cora Strong . . . . . Walhalla, S. C.

Literary Course—

Julia Palmer Whitfield . . . Monticello, Fla.

Session 1898.

Classical Course—

Mary Eugenia Mandeville . . . Carrollton, Ga.

Session 1899.

Normal Course—

Lucile Alexander, Atlanta, Ga., First Honor Grade.

Bernice Chivers, Decatur, Ga., Second Honor Grade.

Mary Elizabeth Jones, Decatur, Ga., Second Honor Grade.

Rosa Bell Knox, Covington, Ga.

Emma Wesley, Lithonia, Ga.

Classical Course—

Ruth Candler, (Mrs. Hunter Pope), Decatur, Ga.

Helen Lenox Mandeville, Carrollton, Ga.

Mabel Eve Lawton, Columbus, Ga., First Honor Grade.

Nannie Winn, Clayton, Ala., Second Honor Grade.

Classical Course—

Annie Jean Gash, Decatur, Ga., First Honor Grade.

Graduates.

Session 1900.

Classical Course—

Margaret H. Booth ..... Montgomery, Ala.
Mary Lucy Duncan ..... New Orleans, La.

Normal Course—

Ethel Alexander ..... Atlanta, Ga.
Mary Barker ..... Decatur, Ga.
Rusha Wesley ..... Atlanta, Ga.

Musical Course—

Jeannette Craig ..... Yazoo City, Miss.
Jean Ramspeck ..... Decatur, Ga.

Session 1901.

Classical Course—

Miss Martha Cobb Howard ..... Atlanta, Ga.
Second Honor Grade.
Miss Georgia Kyser ..... Richmond, Ala.
Second Honor Grade.
Miss Addie Arnold ..... Edgewood, Ga.

Award of Medal and Scholarships, 1901.

Medalist.

The Laura Candler Medal for highest average in collegiate mathematics, Miss Georgia Kyser, Richmond, Ala.

Scholarships.

The Institute Scholarship for general excellence in collegiate department, Miss Janie Curry, of Birmingham, Ala.

The Institute Scholarship for general excellence in academic department, Miss Clare Harden, of Atlanta, Ga.

The Institute Scholarship in piano, Miss Annie Aunspaugh, Lynchburg, Va.

The Institute Scholarship in art, Miss Mary Stribling, Walhalla, S. C.

Register of Pupils.

Name.	Parent or Guardian.	Residence.
Akers, Lucy	J. S. Akers,	Georgia.
Alford, May	E. H. Alford,	Florida.
Almand, Arlene	M. W. Almand,	Georgia.
Almand, Floy	M. W. Almand,	Georgia.
Anderson, Dora	C. L. Anderson,	Georgia.
Ansley, Laura	Edwin P. Ansley,	Georgia.
Arnold, Lila	R. H. Arnold,	Georgia.
Aubrey, Octavia	G. H. Aubrey,	Georgia.
Aubrey, Rosa	G. H. Aubrey,	Georgia.
Aunspaugh, Annie	R. T. Aunspaugh,	Virginia.
Austin, Annie	J. R. Austin,	Georgia.
Auxford, Mary	S. M. Auxford,	Georgia.
Auxford, Flora	S. M. Auxford,	Georgia.
Bagley, Helen	H. C. Bagley,	Georgia.
Baker, Marguerite	Miss A. B. King,	Florida.
Barker, Meta	Mrs. D. L. Barker,	Georgia.
Barton, Willie	Ross Barton,	Alabama.
Battey, Mary	George Battey,	Georgia.
Beck, Alice	A. J. Beck,	Georgia.
Bidwell, Agnes	Mrs. Carrie Bidwell,	Georgia.
Blackford, Hattie	T. B. Gay,	Georgia.
Booth, Hattie Bell	Mrs. M. H. Booth,	Alabama.
Bradshaw, Kate	Craig Bradshaw,	Alabama.
Brewer, Aurelle	T. O. Brewer,	Louisiana.
Brockenborough, Mary	G. H. Brockenborough,	N. Carolina.
Brown, Carrie	J. G. Brown,	Georgia.

Agnes Scott Institute.

Name.	Parent or Guardian.	Residence.
Buchanan, Myrtis	R. H. Buchanan,	Georgia.
Buchanan, Mamie	R. H. Buchanan,	Georgia.
Buchanan, Vashti	R. H. Buchanan,	Georgia.
Bucher, Marion	J. C. Bucher,	Georgia.
Burch, Blanche	J. T. Burch,	Georgia.
Burt, Annie Maud	W. J. Burt,	Georgia.
Burwell, Martha	Mrs. M. W. Burwell,	N.Carolina.
Butler, Virginia	F. H. Butler,	Florida.
Caldwell, Laura	Mrs. E. E. Caldwell,	Georgia.
Caldwell, Louise	J. T. Caldwell,	Kentucky.
Caldwell, Eva	S. J. Caldwell,	Alabama.
Calhoun, Lallie	W. M. Calhoun,	Georgia.
Campbell, Willie B.	W. J. Campbell,	Georgia.
Candler, Laura	C. M. Candler,	Georgia.
Candler, Rebekah	C. M. Candler,	Georgia.
Candler, Eliza	Mrs. N. S. Candler,	Georgia.
Candler, Nell	Mrs. N. S. Candler,	Georgia.
Carter, Ewing	H. H. Bussey,	Georgia.
Chick, Louise	J. F. Chick,	Georgia.
Clark, Bessie	G. A. Clark,	Texas.
Cofield, Louise	Craig Cofield,	Georgia.
Cofield, Edith	Craig Cofield,	Georgia.
Cowles, Alice	W. D. Cowles,	N.Carolina.
Cowles, Maury Lee	C. A. Cowles,	Georgia.
Cox, Juliet	A. H. Cox,	Georgia.
Cox, Katherine	A. H. Cox,	Georgia.
Cox, Eula	C. W. Cox,	S.Carolina.
Crane, Georgia	B. S. Crane,	Georgia.
Crane, Virginia	B. S. Crane,	Georgia.
Cranston, Sarah	Mrs. W. J. Cranston,	Georgia.
Cunningham, Martha	C. C. Cunningham,	Georgia.
Curry, Janie	Rev. A. B. Curry,	Alabama.

Register of Pupils.

Name.	Parent or Guardian.	Residence.
Dailey, Carrie	S. E. Dailey,	Georgia.
Daum, Anna	J. Daum,	Georgia.
Deaver, Julia	R. R. Deaver,	N.Carolina.
Dillon, Catherine	J. R. M. Dillon,	Georgia.
Donalson, Miriam	J. E. Donalson,	Georgia.
Dowdell, Anna Kirk	A. G. Dowdell,	Alabama.
DuBose, Emma Bell	E. R. DuBose,	Georgia.
DuBose, Caroline	E. R. DuBose,	Georgia.
Duke, Bessie	H. M. Duke,	Mississippi.
Duncan, Mattie	W. S. Duncan,	Georgia.
Dunlap, Annie	P. S. Dunlap,	Georgia.
Dunnington, Bell	F. P. Dunnington,	Virginia.
Dunwody, Kate	J. D. Dunwody,	Georgia.
Farmer, Ethel	J. A. Farmer,	Georgia.
Farrar, Irene	J. H. Farrar,	Texas.
George, Louise	W. H. George,	Georgia.
Gerstle, Allie	L. Gerstle,	Tennessee.
Gibson, Alice	F. Gibson,	Tennessee.
Gloer, Jewell	J. A. Gloer,	Georgia.
Gober, Eilleen	G. F. Gober,	Georgia.
Good, Mary	J. E. Good,	Georgia.
Green, Alpha	Mrs. A. K. Green,	Georgia.
Green, Willie B.	Mrs. A. K. Green,	Georgia.
Green, Rebecca	J. H. Green,	Georgia.
Green, Margaret	J. H. Green,	Georgia.
Gregg, Luetta	M. J. Gregg,	Alabama.
Griggs, Mae	C. J. Griggs,	Georgia.
Hall, Jessie	J. A. Hall,	Georgia.
Hamilton, Isabel	C. A. Hamilton,	Georgia.
Hanson, Maggie Lou	Mrs. M. E. Ramsey,	Alabama.
Hanson, Bessie	Mrs. M. E. Ramsey,	Alabama.
Harden, Claire	Mrs. E. S. Harden,	Georgia.

Agnes Scott Institute.

Name.	Parent or Guardian.	Residence.
Hardie, Grace	W. Hardie,	Alabama.
Hardin, Mainor	J. R. Hardin,	Georgia.
Hay, Olive	Rev. T. P. Hay,	Florida.
Henderson, Nell	A. J. Henderson,	Georgia.
Hill, Lorena	F. F. Hill,	Louisiana.
Hill, Patty	T. P. Hill,	Georgia.
Howard, Martha Cobb	Warren Howard,	Georgia.
Hudson, Janie	James Swann,	Georgia.
Huie, Kittie	G. M. Huie,	Georgia.
Hunter, Susie	Mrs. E. K. Hunter,	Georgia.
Hunter, Clifford	Mrs. E. K. Hunter,	Georgia.
Hunter, Jule	Mrs. E. K. Hunter,	Georgia.
Hunter, Eddie	Mrs. E. K. Hunter,	Georgia.
Hurst, Ruby	J. M. Hurst,	Georgia.
Huson, Brownie	R. W. Huson,	Georgia.
Jarnagin, Mary B.	Mrs. A. W. Jarnagin,	Tennessee.
Jewett, Margaret	H. R. Jewett,	Georgia.
Johnson, Ruth	J. L. Johnson,	Georgia.
Johnson, Lois	J. L. Johnson,	Georgia.
Johnson, Mary	M. H. Johnson,	Florida.
Johnston, Nell	H. L. Johnston,	Georgia.
Jones, Bruce	J. C. Jones,	Mississippi.
Jones, Mattie	J. A. Jones,	Georgia.
Kelly, Ethel	T. J. Kelly,	Georgia.
Kelly, Mary	J. A. Kelly,	Georgia.
Kendrick, Beulah	W. S. Kendrick,	Georgia.
Kendrick, Frances	W. S. Kendrick,	Georgia.
Kirkpatrick, Kathleen	Mrs. K. W. Kirkpatrick,	Georgia.
Kirkpatrick, Lizzie W.	Mrs. K. W. Kirkpatrick,	Georgia.
Koch, Margaret	Fred Koch,	Georgia.
Lancaster, Sue	R. A. Lancaster,	Florida.
Lane, Lucile	A. O. Lane,	Alabama.

Register of Pupils.

Name.	Parent or Guardian.	Residence.
Langford, Nettie	G. M. Langford,	Georgia.
Letford, Mary	Mrs. W. M. Letford,	Georgia.
Lupo, Irene	E. D. Lupo,	Georgia.
Mable, Cliff	Joel Mable,	Georgia.
Mable, Clio	Joel Mable,	Georgia.
Maddox, Janie	G. W. Maddox,	Georgia.
Magill, Bessie	W. L. Magill,	Tennessee.
Magill, Sadie	W. L. Magill,	Tennessee.
Mason, Erma	Thomas C. Mason,	Georgia.
McAshan, Mary	J. E. McAshen,	Texas.
McCurdy, Hettie	J. F. McCurdy,	Georgia.
McCurry, Eloise	A. G. McCurry,	Georgia.
McDuffy, Pearl	W. R. McDuffie,	Alabama.
McKowen, Mabel	T. C. McKowen,	Louisiana.
McKowen, May	W. R. McKowen,	Louisiana.
McLemore, Bassie	J. T. McLemore,	Alabama.
McPhaul, Jennie B.	J. G. McPhaul,	Georgia.
Meriwether, Annie	Mrs.M.S.Meriwether,	Georgia.
Merrill, Martha	J. H. Merrill,	Georgia.
Michael, Lillian	G. D. Stone,	Georgia.
Miller, Minna	J. M. Miller,	Georgia.
Mills, William Martha	James M. Mills,	Georgia.
Morris, Hattie	S. L. Morris,	Georgia.
Mylius, Marie	George J. Mylius,	Georgia.
Nash, Lois	T. Y. Nash,	Georgia.
Parish, Laura E.	Mrs. C. L. Parish,	S. Carolina.
Parry, Sadie	H. L. Parry,	Georgia.
Parry, Annie Mary	H. L. Parry,	Georgia.
Patton, Clemmie	J. G. Patton,	Georgia.
Patton, Anna	J. G. Patton,	Georgia.
Peacock, Fay	L. B. Jones,	Georgia.
Peacock, Maude	L. B. Jones,	Georgia.

Name.	Parent or Guardian.	Residence.
Peel, Marion	W. L. Peel,	Georgia.
Pollard, Gertrude	I. L. Pollard,	Georgia.
Prescott, Ruth	J. H. Prescott,	Florida.
Ragland, Mary F.	T. E. Ragland,	Georgia.
Ramspeck, Charlotte	T. R. Ramspeck,	Georgia.
Rankin, Mary	C. A. Rankin,	Georgia.
Rather, Grace	S. C. Rather,	Georgia.
Reagan, Kate	E. J. Reagan,	Georgia.
Reid, Katherine	C. S. Reid,	Georgia.
Robertson, Rebie	S. L. Robertson,	Alabama.
Robertson, Hallie	Randolph Robertson,	Texas.
Rogers, Lizzie Neal	Rev. R. W. Rogers,	Georgia.
Rosasco, Anna	N. S. Rosasco,	Florida.
Rosasco, Ada	N. S. Rosasco,	Florida.
Rosasco, Edna	N. S. Rosasco,	Florida.
Sams, Dagmar	H. D. D. Sams,	Georgia.
Sawtell, Susie	H. C. Sawtell,	Georgia.
Sawyers, Mary	J. L. Sawyers,	Iowa.
Schaefer, Martha	Edward Schaefer,	Georgia.
Schaefer, Carter	Edward Schaefer,	Georgia.
Schwing, Lila	Mrs. L. V. Schwing,	Louisiana.
Schuler, Florence	Ernest Schuler,	Louisiana.
Schuler, Nannetta,	Ernest Schuler,	Louisiana.
Scott, Louise	G. B. Scott,	Georgia.
Scott, Lucille	G. R. Scott,	Texas.
Shapard, Anna	Mrs. E. C. Shapard,	Alabama.
Sharp, Alice	L. J. Sharp,	Tennessee.
Shaw, Ola	H. L. Shaw,	Florida.
Sheetz, Dassah	Mrs. L. Sheetz,	Illinois.
Shepherd, May	F. C. Shepherd,	Alabama.
Sherwood, Ida	H. M. Sherwood,	Tennessee.
Shonts, Marguerite	T. P. Shonts,	Illinois.

Register of Pupils.

Name.	Parent or Guardian.	Residence.
Shonts, Theodora	T. P. Shonts,	Illinois.
Sims, Ruth	T. S. Sims,	Georgia.
Singleton, Katie	J. W. Corley,	Georgia.
Smith, Callie	C. W. Smith,	Georgia.
Smith, Alice	S. S. Smith,	Georgia.
Smith, Mary Brent	Hoke Smith,	Georgia.
Spence, Annie	W. C. Spence,	Georgia.
Spilman, Ona	J. H. Spilman,	Georgia.
Stanton, Eula	G. B. Stanton,	Georgia.
Steele, Alice	A. B. Steele,	Georgia.
Stephens, Nannie	J. M. Stephens,	Georgia.
Stevens, Annie May	E. H. Stevens,	Georgia.
Steyerman, Bessie	S. Steyerman,	Georgia.
Stokes, Florence	W. F. Stokes,	Georgia.
Stokes, Margaret	W. F. Stokes,	Georgia.
Stokes, Julia	W. F. Stokes,	Georgia.
Stone, Annie	F. I. Stone,	Georgia.
Stone, Allena	G. D. Stone,	Georgia.
Stribling, Mary	W. J. Stribbling,	S. Carolina.
Stribling, Sallie	W. J. Stribling,	S. Carolina.
Strickland, Ruby	Mrs. S. C. Strickland,	Georgia.
Tabor, Eunice	W. A. Tabor,	Georgia.
Thomason, May	R. N. Thomason,	Georgia.
Thomson, Henri	W. H. Thomson,	Georgia.
Tiller, Effie	J. W. Tiller,	Georgia.
Tilly, Mattie	J. S. A. Tilly,	Georgia.
Trotti, Annie	Mrs. E. E. Trotti,	Georgia.
Trotti, Emily	J. P. Trotti,	Georgia.
Turner, Audrey	J. C. Turner,	Georgia.
Turner, Hattie	J. C. Turner,	Georgia.
Vance, Emma May	E. W. Vance,	Georgia.
Vance, Alline	E. W. Vance,	Georgia.

Agnes Scott Institute.

Name.	Parent or Guardian.	Residence.
Van Harlingen, Louise	J. M. Van Harlingen,	Georgia.
Virgin, Mary Loretta	J. A. Virgin,	Georgia.
Walker, Eugenia	Joseph A. Walker,	Georgia.
Webb, Juliette	S. G. Webb,	Louisiana.
Webb, Polly	W. J. Webb,	Georgia.
Wesley, Daisy	P. J. Wesley,	Georgia.
West, Hattie Lee	R. L. West,	Georgia.
Westberry, Florine	J. S. Westberry,	Georgia.
Wharton, Linda	J. W. Wharton,	S. Carolina.
Whiteside, Margaret	Mrs. F. Whiteside,	Georgia.
Winn, Emily	Rev. P. P. Winn,	Georgia.
Winter, Blanche	Mrs. M. H. Winter,	Georgia.
Wood, Emelize	W. J. Wood,	Georgia.
Woolf, Ethel	H. W. Woolf,	Georgia.
Woolley, Gena	H. C. Woolley,	Georgia.
Wright, Claude	W. F. Wright,	Alabama.
Wright, Lucy	Mrs. Emma Wright,	Georgia.
Wright, Mell	Mrs. Emma Wright,	Georgia.
Young, Mary	H. B. Young,	N.Carolina.
Young, Susan,	Samuel Young,	Georgia.
Zenor, Mary,	W. Zenor,	Mississippi.

Boarding Pupils	121
Day Pupils	118
Total	239

Register of Pupils.

SUMMARY BY STATES.

Georgia	171	Texas	5
Alabama	17	Mississippi	3
Florida	11	Illinois	3
Louisiana	8	Virginia	2
Tennessee	7	Kentucky	1
North Carolina	5	Iowa	1
South Carolina	5		

Classification of Pupils.

Collegiate Department.

Bible Course	66	Latin	46
English	115	Philosophy	27
English Literature	134	Greek	4
French	31	History	68
German	46	Science	81
Mathematics	75	Art	18
Elocution	8	Art History	8
Private Elocution	6		

Academic and Primary Departments.

Arithmetic	87	History	96
Algebra	43	Latin	67
Bible	139	Reading	30
English	112	Science	28
English Literature	87	Spelling	214
French	61	Writing	32
Geography	57	Physical Culture	106

Department of Music.

Piano	90	Harmony	8
Voice	21	Theory	40
Violin	8	Mandolin	2

Needs of the Institute.

The Institute was founded for a great purpose: *The Glory of God in the Higher Christian Education of Woman.* For the accomplishment of this purpose more than $150,000 has been contributed in grounds, buildings, equipment and support. The advance in female education has been so great in recent years that now equally as fine advantages are demanded for our daughters as for our sons. If the institution is to meet this demand, and most fully and successfully accomplish the great purpose for which it was founded, it yet has great needs.

Some of these are:

1. Two Additional Buildings.—There is now urgent need for two new buildings which would supply larger chapel, art studio, library, gymnasium and additional dormitories.

2. Endowment.—The necessity for endowment has become so urgent that the Board of Trustees, at a meeting in October of 1899, determined to make an effort to raise $100,000 as a permanent endowment fund. The President of the Institute was commissioned to undertake this work. Accordingly, at the meeting of the Synod of Georgia in Marietta, November, 1899, he presented the needs and claims of the Institute. The Synod indorsed

the movement by a rising unanimous vote, and the members present at once subscribed $3,200 to the fund. Since the meeting of the Synod, the President has visited many of the churches in the interest of the fund, and has met with much encouragement from ministers and a liberal response. At this date the subscriptions aggregate $51,500. It is earnestly hoped this sum will very soon be increased to a minimum of $100,000 in order that Agnes Scott may be put upon an assured basis, and its efficiency and usefulness increased. By a united effort the Presbyterians of Georgia and the South may speedily make Agnes Scott the equal of the best colleges for women in the United States.

3. SCHOLARSHIPS.—We often have applications from worthy young women for aid in securing an education. While we are always glad to do what we can, our ability is limited. There is great need both for endowment scholarships and annual scholarships. The sum of $5,000 will endow a scholarship for a boarding pupil, or $1,000 a day pupil. The sum of $250 will procure a scholarship for a boarding pupil for one year, or $50 a day pupil.

Any who may desire to aid in this great work are requested to correspond with the President.

Form of Bequest or Devise.

The Agnes Scott Institute is a corporation created by the laws of the State of Georgia, and a proper form of bequest would be as follows:

Agnes Scott Institute.

"To the Agnes Scott Institute, I give and bequeath the sum of_____Dollars (or, I devise a certain tract or parcel of land, etc.), to be used by the Trustees for the use of said Institute, as provided for in its charter.

The Alumnae Association.

During the Commencement of 1895 the Agnes Scott Alumnæ Association was organized. The object of the Association is to strengthen the interest of those who have been connected with the school in each other and in the Institute, to place them in a helpful relation toward it, and to arouse and quicken interest in Christian education. For six successive years a day pupil has been maintained in school by the Alumnæ, and over five hundred dollars have been collected by them toward the establishment of a permanent scholarship fund. By securing small contributions from a great number, it is hoped that the interest, sympathy and prayers of many will be enlisted for those who would otherwise be unable to secure an education.

Donations to the fund will be gratefully received, sacredly guarded, and faithfully used.

Any money for this cause will be received by the President of the Institution.

Organization of the Association.

President—Miss Anna Young.
Secretary—Miss Mary Barnett.
Treasurer—Miss Annie Gash.